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ABSTRACT

This booklet is intended for use by administrators and curriculum planners in the liberal arts (specifically English) and in education, those involved in institutions for teacher preparation, officers of state departments of education, and those responsible for accrediting institutions and planning inservice programs for teachers. Part one identifies the essential knowledge, skills, and attitudes that must be attained by teachers of English. Part two lists experiences considered essential to the development of a well-qualified teacher. Questions that planners of curricula for teachers and teacher educators must answer for themselves (issues in the establishment of standards, emphasis in training, and so on) are outlined in part three. A resolution passed by the National Council of Teachers of English on discouraging the use of competency-based teacher education programs is also included. (KS)

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A STATEMENT

on the Preparation of Teachers of English and the Language Arts

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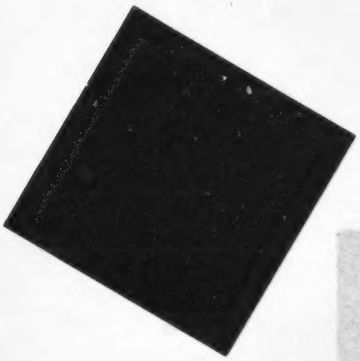

CS 202 895

National Council of Teachers of English 1111 Kenyon Road, Urbana, Illinois 61801

A STATEMENT

ON THE PREPARATION OF TEACHERS OF ENGLISH

NCTE Standing Committee
on Teacher Preparation and Certification

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PREFACE

In 1967 the English Teacher Preparation Study, conducted by the National Council of Teachers of English, the Modern Language Association, and the National Association of State Directors of Teacher Education and Certification, completed and published the *Guidelines for the Preparation of Teachers of English.* These guidelines, disseminated throughout the country in the Council's publications and through its Committee on Teacher Preparation and Certification, have helped states and teacher-training institutions in the development of new programs in teacher education.

But many teachers recognize that much has happened to the world since 1967. Accordingly, the NCTE Committee on Teacher Preparation and Certification has developed the following statement, seeking to reaffirm those parts of the 1967 Guidelines that still apply, to strengthen the positions taken in the earlier Guidelines about the essentials of teacher education, and to reflect the changes that have taken place in our profession since 1967.

The Introduction to this statement identifies some of the developments that must now be taken into account in the preparation of teachers. Part I identifies the essential knowledge, skills, and attitudes that must be attained by teachers of English. Part II lists experiences the Committee considers essential to the development of a well qualified teacher. Part III presents some questions that a statement of this sort cannot resolve—unavoidable questions that teacher-educators and planners of curricula for teachers must answer for themselves.

This statement, like the Guidelines before it, takes for granted that the education of teachers of English (or any field) is a continuing, lifelong process. No prospective teacher can attain, through an undergraduate teacher-training program or even a program leading to permanent certification, the qualifications we identify. Therefore, teachers should not consider their preparation ended when they receive their permanent certificates and tenure in their jobs. Some of the qualifications identified can be developed only through experience in teaching. Our statement, consequently, does not speak of preservice or inservice preparation; we assume that the two are contiguous parts of an ongoing process.

It is the hope of the Committee on Teacher Preparation and Certification that this statement will be read and

discussed by administrators and curriculum planners—in the liberal arts and in education—in institutions that prepare teachers; by officers of state departments of education; by those responsible for accrediting institutions that prepare teachers; and by those who plan inservice programs and activities for teachers. We hope that administrators and curriculum planners will want to embody the recommendations offered by this Statement in instructional programs for teachers of English. We hope that officers of professional organizations and state departments of education will consider these recommendations in developing standards for the approval of programs in teacher education. We hope that accrediting agencies will expect that those who prepare programs for the education of teachers of English will reveal that they are familiar with, and have considered thoughtfully, the recommendations offered here. And, since inservice study is an increasingly important part of teacher education, we hope that those who plan inservice programs will deliberately design those programs to help teachers move toward the knowledge, skills, and attitudes presented here.

A STATEMENT

ON THE PREPARATION OF TEACHERS OF ENGLISH

INTRODUCTION

Changes in English and Teacher Education

In the middle sixties, when the *Guidelines for the Preparation of Teachers of English* were being developed, "English" was defined by the College Entrance Examination Board's Commission on English as a discipline comprising language, literature, and composition—the familiar "tripod." Today, that metaphor has all but disappeared as a definition of English; our subject is viewed not only as a body of knowledge and as a set of skills and attitudes but also as a process, an activity—something one does (i.e., one uses and responds to language, in a variety of ways in a variety of contexts). In the mid-sixties, English was viewed mainly as an academic discipline, whose mastery was a sign of one's intellectual development. Today, many teachers agree that using English is also a means by which students grow emotionally; students respond to their experiences and learn about their worlds, their feelings, their attitudes, and themselves by using language about these subjects.

One particular result of this new conviction has been the insistence on the affective values of English—particularly literature. Today many teachers invite students to say how they as individuals respond to a work of literature—what it says to them and about their lives, about other human beings, and about human life in general.

The idea that "English" includes whatever one does with language (maybe even: whatever one does with symbols) has broadened the activities of the English classroom beyond what most of us would have envisaged ten years ago. "Dramatic" activities, such as improvisation and the enactment of literary texts, are now encouraged; oral language is for many teachers as much of a concern as written language, and for some teachers even more of a concern. The media (including nonprint media) occupy prominent places in our curricula. Popular culture commands the attention of many teachers (and the interest of many students) alongside Shakespeare, Fielding, Dickens, Auden, Emerson, and Frost. Indeed, the body of literature considered worthy of attention in our schools has been extended dramatically to include more works by minority writers and women—groups who had little specific attention in curricula developed before the 60's. At the same time, many teachers are asserting that one goal of English must be to teach students the basic skills of listening, speaking, reading, and writing, and are voicing

concern over test scores which imply that these skills are not being achieved.

Emphases in individual classrooms have changed, too. There is now greatly increased interest in helping teachers recognize individual differences among students and develop individualized programs. The recent attention to "open classrooms" is only one manifestation of a desire among some educators to assure that students are encouraged to learn at their own pace, in their own fields of interest, while continuing to broaden their intellectual interests and their capacity to respond as total human beings to a variety of experiences. "Divergent thinking" and "creativity" among students are values and goals applauded in much professional writing about the teaching of English.

What is more, some of those who direct teacher education programs are asking whether the college campus is the best place to prepare teachers for the schools. These persons are insisting that numerous and varied experiences of teaching—under supervision or in teams, perhaps, but still teaching—are essential to a teacher's preparation. These persons call, accordingly, for getting prospective teachers into the schools more, for having them serve as apprentices in a variety of ways and thus learn the profession from skilled, experienced, and imaginative teachers who are practicing it with children. In many parts of the country, as a result, teacher education programs are "field-based"—i.e., they include a great deal of experience in the schools—in spite of the fact that the superiority of field-based to more traditional programs has yet to be proved.

Changes in the Teaching Environment

In the 60's a major influence on teaching, besides the Commission on English, was the U.S. Office of Education, which funded summer institutes and academic-year institutes for inservice teachers and awarded fellowships to prospective teachers—largely to strengthen teachers' command of their disciplines, to familiarize them with "new materials," and to help them learn to work with "disadvantaged" students. The Office of Education also supplied money to several universities and curriculum development centers for the preparation of major subject-centered curriculum projects such as those that came from Nebraska and Oregon.

But federal money for the subject areas has all but disappeared. Governmental influence has shifted away from helping teachers improve their mastery of the subject and their teaching skills and away from helping them develop materials. Instead, the government's attention has turned toward ways of enforcing accountability: toward ways of assessing, through precise specification of desired behavior in students and measurement of students' accomplishments, whether the teacher has done the job the public is paying for. The interest in accountability may have been nurtured in Washington, but it has been picked up by state and local governments, with the result that in 1976 "accountability" is in many states the leading watchword in education. An

important manifestation of the wish for accountability is the developing impulse toward testing, observed in the work of the National Assessment of Educational Progress and in the attention of many educational agencies and government bureaus to tests and test results.

The movement toward performance-based or competency-based certification of teachers is another obvious product of the demand for accountability. Pressing their demands for accountability, governmental units are involving themselves more directly than before in setting standards and procedures for teaching. In some large urban areas, passage of control of schools to community boards has brought more direct calls for schools to be strictly responsive to local interests. What may be a resurgence in censorship, arising out of local or parochial feelings and deriving encouragement from recent Supreme Court rulings, is another manifestation of the same movement: toward pulling decisions about the evaluation of teaching and curriculum away from teachers and departments, and vesting them in the public—in school boards, legislatures and other elected bodies.

In some areas, teachers have been responding to these pressures by organizing themselves. Some teachers are joining unions, which in addition to promising improved salaries and fringe benefits are pledging to protect individual teachers against arbitrary acts by administrators (for example, the enforcement of standards of accountability). Even professional associations are offering teachers suggestions for coping with pressures from outside the schools.

Whatever these events do to the teachers' sense of security, they surely establish a new climate for teaching: a climate of adversary relationships in which teachers must be concerned to *demonstrate* (often quantitatively) to administrators and elected officials that what they are doing works. How do we prepare the teacher for this climate?

Changes in the World at Large

If the professional world in which we live has changed rapidly in the last few years, the larger world within which all of us live has changed even more.

Individual manifestations of that changing world are familiar to us from the mass media, including newspapers and television: our sharpened concern for preservation of our natural environment and for the physical conditions with which we live; our increased power to communicate quickly and accurately with most other people on this planet; the expanding population of our world; the increased mobility of our population; the turnover in the population of our schools; our ability to place human beings on a celestial body and cameras on those we cannot reach with people; our increased power to destroy ourselves—either deliberately or inadvertently; our increased awareness of poverty and even starvation throughout the world; our increased reliance on non-print media for information about our world—a reliance which some fear may one day render the written word obsolete; our increased awareness of the pollution of lan-

guage; our increased awareness of minority cultures and of their claims to recognition; the liberalization of our attitudes toward sex; our increased concern for the adequacy of supplies of energy to meet our own needs, let alone the world's needs. All these are urgent matters of concern among students, who will be facing these problems as they grow. Many teachers insist that schools recognize their responsibility to help students equip themselves for meeting such problems.

And our students are changing, too. (We include here not only children and adolescents but also students in four-year and community colleges.) Physically, students are maturing earlier. They vote earlier. Many are more alert to the social, political, and economic events that shape our world. Many are reared as much by media as by parents and schools. Many have lost the respect for authority that students used to have. In addition, more of our students are adults—people who have interrupted their studies and now return to them with fresh energy and broader perspectives than they had when younger. Our student body, therefore, is more complex than a few years ago.

Partly as a result of our recognition of the physical and social settings in which we teach, schools today are more oriented to the community outside them. The movement toward community control of schools has been noted. But teachers themselves are increasingly encouraged (at some institutions) to move out of their classrooms, into the community, to work with young people in homes and social agencies, so as to enlarge by experience outside the schools their understandings of students and their world.

Though we need not discard all that we do, we need to be aware of the inadequacies in what we are doing, and give impetus to changes in the preparation of teachers that are needed if professional preparation is to keep abreast of important changes in our field and in our world. Recognizing, then, that the teacher of English needs to respect and nurture students' intellect and imagination, as well as help them find for themselves a significant place in American society upon leaving school, the Committee on Teacher Preparation and Certification recommends the following emphases in the preparation of teachers of English.

QUALIFICATIONS NEEDED BY TEACHERS OF ENGLISH

I

Teachers must know their disciplines thoroughly and be able to employ their knowledge—to draw upon it or act upon it as needed—in planning work with, or activities for, their students. The following paragraphs deal first with the knowledge teachers need. But these paragraphs focus most of their attention on what the teacher—drawing upon that knowledge—must be able to do, and on the attitudes needed by a teacher in order to work effectively with the varied groups of students in today's schools.

The qualifications needed by individual teachers will vary according to the students they teach, but teachers at all levels, dealing with all kinds of children, need most of the same qualifications. Acquiring these qualifications is a continuous process; it is not finished when the teacher attains provisional or even permanent certification, but should continue throughout the teacher's professional life.

KNOWLEDGE. Teachers of English need to know, and know how to draw on for their teaching, according to the needs and interests of their students:

Language Acquisition

—processes by which children develop in their ability to acquire, understand, and use language, both oral and written, from early childhood onward;

—the relations between students' learning of language and the social, cultural, and economic conditions within which they are reared;

—the workings (phonological, grammatical, semantic) and uses the language in general and of the English language in particular; and the processes of development and change in language;

Analysis of Discourse

—linguistic, rhetorical, and stylistic concepts that furnish useful ways of understanding and talking about the substance, structure, development, and manner of expression in written and oral discourse;

Composing Processes

—the activities that make up the process of oral and written composing (these activities may differ among different students);

Reading —processes by which one learns to read, from initial exposure to language in early childhood, through the first stages of readiness-to-read, through more advanced stages by which the reader comes increasingly to understand and respond to details of meaning and nuances of expression;

Literature —an extensive body of literature in English (including literature for children and adolescents, popular literature, oral literature, nonwestern literature, and literature by women and minority groups);

—varied ways of responding to, discussing, and understanding works of literature in all forms;

Nonprint Media —ways in which nonprint and nonverbal media differ from print and verbal media, and ways of discussing works in nonprint and nonverbal media;

—ways in which nonprint and nonverbal media can supplement and extend the experiences of print and verbal media;

Resources for Teaching —instructional resources (including educational technology) and varied sources of information (books, magazines, newspapers, tapes, recordings, films, pictures, and other nonprint and nonverbal materials) that will help students understand—through both intellect and imagination—the subjects and issues they are studying;

Language in Society —the uses and abuses of language in our society, particularly the ways in which language is manipulated by various interests for varied purposes;

Curriculum Design —problems faced and procedures used by teachers and educational leaders in designing curricula in English for students of different ages, abilities, and linguistic backgrounds;

Testing —the uses and abuses of testing procedures and other evaluative techniques for describing students' progress in the handling and understanding of language;

Research —major research studies on acquisition and growth of language in children and adults, on reading, on response to literature, on the processes of composing, and on the building of curricula for different kinds of students in different settings.

ABILITIES: Teachers of English must be able:

—to identify, assess, and interpret student progress in listening, reading, speaking, and writing;

—to take appropriate steps to help students improve their skill in responding to and using language;

–to work effectively with students of different ethnic groups, including those who do not speak English as their native language;

–to organize groups of learners for a variety of purposes appropriate to the English classroom, e.g., discussion, creative problem-solving, composing, and commenting on compositions;

–to engage both the intellect and the imagination of students in their listening, reading, speaking, and writing;

–to ask questions (at varying levels of abstraction) that elicit facts, opinions, and judgments that are appropriate to the subject and occasion;

–to respond specifically and constructively to student discourse;

–to communicate to students, parents, administrators, and officials the conclusions that can be legitimately inferred from results of tests purporting to measure progress in using and understanding language;

Working with Students, Parents, and Administrators

–to set professional goals for themselves and evaluate their progress toward them;

–to guide students in producing discourse that satisfies their own distinctive needs;

Helping Students to Create Discourse

–to help students distinguish between effective and ineffective discourse;

–to help students experience the connections between the experience of reading and the experience of writing;

–to help students learn to observe and report accurately;

–to help students distinguish among the language options (such as registers and levels of usage) open to them in various social and cultural settings;

–to help students respond appropriately to the differing demands made on speech and writing by different contexts, audiences, and purposes;

Helping Students to Respond to Discourse

–to help both beginning and maturing readers apply varied techniques to improve reading comprehension;

–to help students learn to listen effectively for information, for understanding, and for pleasure;

–to help students develop satisfying ways of responding to, and productive ways of talking about, works of literature;

–to help students identify and weigh facts, implications, inferences, and judgments in both spoken and written discourse;

–to help students develop the ability to respond appropriately to and create nonprint and nonverbal forms of communication, including both symbolic forms and other

Helping Students to Work with Alternate Forms of Communication

visual and aural forms (including film, videotape, photography, dramatic performance, song, and other art forms).

ATTITUDES: Teachers of English at all levels need to reveal in their classes and in their work with individual students:

—a conviction that by helping students increase their power to use and respond to language both creatively and responsibly they are helping those students to grow as human beings;

—a respect for the individual language and dialect of each student;

—a willingness to respond and help students respond to work in all the different media of communication;

—a desire to helping students become familiar with the diverse cultures and their art;

—a recognition that, whatever their rate of growth and progress, all children are worthy of a teacher's sympathetic attention;

—a sensitivity to the impact that events and developments in the world outside the school may have on themselves and their students;

—a flexibility in teaching strategies and a willingness to seek a match between students' needs and the teacher's objectives, methods, and materials;

—a commitment to continued professional growth.

EXPERIENCES FOR PROSPECTIVE TEACHERS THAT WILL HELP THEM DEVELOP THE NECESSARY QUALIFICATIONS

II

As part of their total program of preparation for teaching, prospective teachers of English should have the following experiences. Taken together, these experiences should enable them to discover what it means to understand and to use oral and written language effectively, and to design a range of activities that can, in time, increase their students' power over language.

The presentation of these experiences here does not imply that there should be a single pattern in teacher education programs. There are many paths to effective professional work in teaching, and prospective teachers should be encouraged to follow the path that most nearly suits their interests and abilities. Part III, following, highlights some of the issues to be confronted by educators of teachers in designing a plan for the preparation of teachers, and by prospective teachers in choosing one. At some point in the programs of prospective teachers, however—whether in courses, in internships, in student-teaching experiences, or in off-campus, out-of-school activities—all these experiences should be included:

1. gathering—and helping students in the schools to gather—materials that illuminate subjects of interest to students. In these experiences prospective teachers should seek out not only recognized literary works but also journalistic writing (news stories, editorials, feature articles, advertisements), cartoons, photographs, films, records, tapes, and other materials appropriate to classroom situations. Ideally, prospective teachers should get this experience through working with classes having varied kinds of student populations.

2. engaging in varied language activities—and leading students in schools to engage in comparable activities. These activities should include *speaking* (e.g., in interpersonal communication, discussion, panel presentation, debate, role-playing exercise, dramatic enactment); *reading and reporting* about what has been found in materials read and seen; *conducting research* (not simply by reading) to collect data on subjects being studied; and *writing* (writing in varied forms: journals, narratives of personal experience, editorials, news stories, poetry, pieces of dialogue; using their own voices and assumed voices; addressing different audiences). Prospective teachers and their students should also have the experience of

devising situations that invite a variety of language activities, and then engaging in the varied language activities possible in those situations. Indeed, teachers should have the experience of drawing from students a variety of symbol-using activities, so that the students will come to understand the linguistic and nonlinguistic resources available to them.

3. leading classroom discussions by using questions that range from simple to abstract, helping students formulate for themselves questions at several levels of abstraction, and encouraging interchange between student and student.

4. observing and understanding the special problems exhibited by some students in reading, listening, writing, speaking; and finding appropriate means to help students improve in these activities.

5. doing, themselves, the activities they expect students to perform—e.g., keeping a journal, writing poetry, writing to different audiences in different voices, taking part in dramatic improvisations, making films—and analyzing at some point the processes they pass through in doing these things.

Like prospective teachers of all other subjects, prospective teachers of English should have the experience of:

6. working frequently in schools, with students, as tutors, aides, interns, and student teachers. They should have these experiences with different kinds of students, including students of varied ethnic backgrounds. In these experiences, teachers should become familiar with varied materials, methods, curricula, and patterns of school organization. In their own internships and student teaching, prospective teachers should have the opportunity to experiment with a range of materials and methods.

7. using, in classes, materials and techniques for teaching that they have developed. (This experience should include the making of decisions about preferred methods of classroom organization for different kinds of students.)

8. evaluating and interpreting data about students, including data supplied by tests and data derived from other work by the students, and developing appropriate tests or other assessment devices to reveal students' language abilities.

9. identifying specific outcomes that might flow from their teaching and from students' efforts at learning; differentiating the outcomes that can be reliably verified from those that are unverifiable; developing techniques for achieving both verifiable and nonverifiable outcomes; and developing means to verify whatever outcomes can be verified.

10. participating in the processes of development and change in the English curriculum, so that they see how curriculum change is brought about and what its goals are.

11. writing academic papers and pieces that address audiences outside the classroom.

12. discussing frequently with experienced teachers a variety of organizational and administrative problems in the schools, so that they will come to know the world within which teachers work, including some of its human and political problems.

13. working with student government, parents' associations, PTA groups, school boards, and faculty associations, so that they will come to understand the school as a social institution.

14. working with students outside of school, seeing students in their homes or other nonschool settings, and understanding students' activities outside of school.

15. becoming familiar with groups and individuals in the community, including members of social and ethnic groups other than their own.

16. being evaluated by supervisors, by students, and by themselves, and discussing what are apt criteria for evaluation in teaching.

17. participating in local, state, and national professional organizations, and assessing the value of these organizations in helping them keep abreast of developments in their profession.

The emphasis in the education of teachers of English should be on assuring that prospective teachers have these experiences—on seeing to it that while preparing for their profession, they engage in activities which, as members of the profession, they will have to undertake. Accordingly, it is not primarily on the activities of the teacher-educator or on the content of college courses that Part II has focused. The teacher-educator is a guide and coach, but is not the one who plays the game. Skilled guides and coaches, using the results of the best thinking and research about the subject, are of course essential. But it is the specific activities which the prospective teacher experiences that will largely determine how that person will perform when he or she enters the profession.

III ISSUES FOR DISCUSSION IN THE PLANNING OF PROGRAMS FOR PREPARING TEACHERS OF ENGLISH

Although Parts I and II present in detail the knowledge, capabilities, and attitudes that a teacher of English needs, and suggest the kinds of experiences that a teacher should have, no document such as this can prescribe the shape and content of the ideal teacher education program. The characteristics of an effective program can be enumerated, but the ways in which these characteristics are achieved in a given program are up to the judgment—the inventiveness—of faculty members, inservice teachers, and members of the community who plan such programs. Rather than attempt to offer suggested outlines of teacher education programs, or models, to guide those who wish to plan a program, we present here a few of the questions that planners must confront and try to resolve with as much deftness and originality of design as they can command.

1. Which kinds of knowledge, skills, and attitudes should be developed by the prospective teacher before assuming major responsibility for a class (as in student teaching)? Which should be developed before the prospective teacher achieves certification and takes a full-time job in teaching? Which can be left for later development during the teacher's active career?

2. What is the preferred blending of courses in English and courses in the teaching of English? What is the preferred blending of courses in literature, language, reading, writing, psycholinguistics, etc., to assure that the teacher achieves a balanced preparation? What is the preferred blend of study on campus and experiences in schools (or other educational agencies) and in the community?

3. What is the preferred balance between work in which a prospective teacher learns to use and respond to language and work in which the prospective teacher tries to help students develop these abilities? What connections can be established in the teacher education program between learning to do and learning to teach others to do?

4. What should be the extent of the preservice teacher education program? When is a person ready to assume a full-time teaching position in English? Which of the kinds of knowledge and ability mentioned in Part I, and which of the experiences in Part II—if any—can be left for inservice work of the teacher?

5. What standards, if any, should be applied in determining which students should be accepted into programs for the preparation of teachers of English? What standards, if any, should be applied in determining which students should continue in, and which students should be asked to withdraw from, these programs? Who should determine these standards? By what process?

6. What standards should be applied in judging the teacher's attainment of the knowledge, capabilities, and attitudes mentioned in Part I? Should there be required levels of proficiency in each of the items named—to be attained before a person starts a full-time teaching career? If so, how should these levels of proficiency be determined, what tests of their attainment should be set for the candidates, who should judge the candidate's worthiness for certification to teach, and when should the decision be made?

7. Does a teacher need special preparation in order to deal with the distinctive characteristics of students in particular geographic areas and particular social and economic backgrounds? What sorts of special preparation are needed, and how can they be worked into a program that tries to educate persons to the qualifications enumerated in Part I?

8. To what extent should the teacher education programs emphasize preparing teachers to help students achieve minimal skills in reading and writing, if such an emphasis reduces the attention that can be paid to the teaching of literature, media, rhetoric, the creation of discourse, and other important areas in English?

9. Should a teacher education program develop a teacher's capacity for affective responses at the same time that it encourages the development of knowledge and skill in teaching? How can these capacities be developed simultaneously? How can a program assure the personal growth of a teacher at the same time that it provides for the development of knowledge and professional skill?

Other important questions will no doubt occur to the planners of teacher education programs. The designs they produce will show, by implication, how they have answered these questions. Accordingly, planners need to keep these questions before them as they work toward programs to assure that teachers have the knowledge, capabilities, and attitudes urged here.

A RESOLUTION PASSED
BY THE
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
AT THE
SIXTY-FOURTH ANNUAL MEETING, 1974

On Discouraging Use
of Competency-Based Teacher Education Programs

BACKGROUND: There is at present inadequate research to justify commitment to competency/performance based teacher education (CBTE) as the sole format and approach to teacher education in English Language Arts. The failure of its proponents to define CBTE adequately has been raised as a central issue in recent publications of the American Association of Colleges of Teacher Education. CBTE is presently being studied by committees of NCTE and CEE. Be it therefore

RESOLVED that until such time as commitment to Competency Based Teacher Education may be warranted, the NCTE officially discourage as premature and inappropriate any legislation or administrative regulation which has the effect of mandating CBTE as the exclusive or primary system of education and certification in English Language Arts.